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ABSTRACT

Social studies should be viewed as a major subject matter area in kindergarten through eighth grade, and in specific courses in high school. Students should develop the knowledge and skills to understand and cope with change, resolve conflict, analyze issues, and appreciate diversity in a representative democracy. By the time Maryland students graduate from high school, they will have studied their fellow citizens, peoples of the world, and themselves through the following learning perspectives: (1) the spatial perspective (how people locate themselves in the world with respect to their interaction with the natural environment); (2) the chronological perspective (the causes and consequences of events); (3) the individual perspective (how individuals make decisions to meet their personal needs); (4) the organizational perspective (how people organize themselves into groups to meet their collective needs); and (5) the comparative perspective (how individuals, groups, societies, and cultures are similar and different throughout the world). In order to facilitate this learning process, students will draw from a number of disciplines that make up the subject matter of the social studies. This subject matter includes history, geography, economics, political science, sociology, and anthropology. The study of the five perspectives allows for understandings to develop in an integrated way across these disciplines, enabling both a broad and deep understanding of people. (BT)

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Maryland State Department of
EDUCATION

Maryland State Content Standards

Social Studies

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Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
410-767-0100

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MARYLAND SOCIAL STUDIES STANDARDS

Social Studies should be viewed as an essential component of students' education. Social studies plays a significant role in leading students to value democratic beliefs and behavior, to understand themselves in the context of contemporary life, and to live responsibly in the global community. Social studies interrelate the capability and human capacity for survival with a finite natural resource base.

It is the responsibility of the social studies to prepare young people to identify, understand, and work to resolve problems that confront them, their communities, the nation, and the international community. To accomplish these tasks and work effectively as citizens, students need knowledge of past civilizations and the role that economics, geography and sociopolitical concepts have played. Students should also understand the roles of individuals and groups in their own society and in other societies around the world.

Social studies should be viewed as a major subject matter area in kindergarten through eighth grade, and in specific courses in the high school. Students should develop the knowledge and skills to understand and cope with change, resolve conflict, analyze issues and appreciate diversity in a representative democracy. By the time Maryland students graduate from high school, they will have investigated their fellow Americans and people of the world and themselves through the following learning perspectives:
The spatial perspective: This perspective helps students understand how people locate themselves in the world with respect to their interaction with the natural environment.
The chronological perspective: This perspective helps students understand the causes and consequences of events.
The individual perspective: This perspective helps students understand how individuals make decisions to meet their personal needs.
The organizational perspective: This perspective helps students understand how people organize themselves into groups to meet their collective needs.
The comparative perspective: This perspective helps students understand how individuals, groups, societies, and cultures are similar and different throughout the world.

In order to facilitate this learning process, students will draw from a number of disciplines that make up the subject matter of the social studies. This subject matter includes the disciplines of history (United States and world), geography, economics, political science, sociology, and anthropology. The study of the five perspectives listed above allows for understandings to develop in an integrated way across these disciplines, enabling both a broad and deep understanding of people.

Maryland students will achieve the content standards in social studies by studying concepts and knowledge from:

- United States and world history, primarily to obtain a chronological perspective;
- Geography, primarily to gain a spatial perspective;
- Peoples of the nation and the world, primarily to gain multicultural, individual and comparative perspectives.
- Economics and history, primarily to gain an individual perspective;
- Political science and economics, primarily to gain an organizational perspective; and
- World history, economics, anthropology, and sociology, primarily to gain a comparative perspective.

Maryland students will develop these content-oriented perspectives along with standards for thinking processes and strategies. These thinking processes and strategies, which can also be found in the *High School Skills for Success*, should include:

Students understand the concept of chronology.

- Distinguish among past, present and future events.
- Organize events into historical sequence.
- Interpret data from timelines.

Students engage in analysis and interpretation.

- Analyze issues to clarify positions, propose solutions, and assess consequences.
- Evaluate the consequences of the implementation of a decision.
- Analyze and evaluate events from more than one perspective.
- Construct and present a representation of data.
- Evaluate arguments.
- Construct an argument based on research and interpretation.
- Make decisions and solve problems, informed by multiple perspectives.
- Create and use visual and mathematical data presented in graphic organizers to gain comprehension.
- Interpret artifacts and other primary sources.
- Draw upon visual, literary, and musical sources to gain comprehension.
- Formulate valid generalizations from the results of various kinds of inquiry.

Students conduct research using appropriate technology.

- Formulate questions to guide research.
- Identify and evaluate the credibility of a source.
- Use library and media resources to access, organize, analyze and evaluate information and data from perspectives and from multiple print and non-print sources, both primary and secondary.

***At grades 3,5, and 8 regular type is used when an indicator, or part of an indicator, is specifically included in the Social Studies Maryland Learning Outcomes (MLO). These indicators are also cross-referenced by number with the Maryland Learning Outcomes. Indicators in *italicized type* are not specifically measured through the Maryland School Performance Assessment Program.

At the high school level *italicized type* is used when an indicator is not assessed as part of the High School Assessment – Social Studies Core Learning Goals (CLG) for Government (G), United States History (US), and World History (WH). Regular type is used for an indicator that is closely related to one or more of the Core Learning Goals, but is not the specific Core Learning Goal indicator. A "G" refers to the Government CLG, a "US" refers to the United States History CLG, and "SFS" refers to the Skills for Success CLG. The complete match between the content area indicators and the Skills for Success is available from the Maryland State Department of Education and on the www.mdk12.org web site.

Glossary: For more specific or technical definitions please refer to content-related textbooks or other publications. Terms in **bold type** are included in the Glossary which is located at the end of this document.

1.0 SOCIAL STUDIES SKILLS – Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.

Rationale:

Social Studies curriculum should reflect the integration of content and skills. Students should apply these thinking processes and skills while studying the content of United States history, world history, geography, political systems, and economics.

1.1 Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, world history from the Renaissance to modern times and government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
1.1.3.1 apply the concept of time by placing key events in chronological order (MLO 1.1)	**1.1.5.1** apply the concept of change over time by organizing turning point events in chronological order *and applying chronological terms correctly, including decade, century, and generation* (MLO 1.1)	**1.1.8.1** construct various timelines of key events, people, and periods of the historic eras studied and explain how major events are related to each other (MLO 1.1)	**1.1.12.1** demonstrate understanding of the meaning, implication, and impact of historical events and hypothesize how events could have taken other directions (SFS 2.2.2, 2.2.3)
1.1.3.2 *find*, interpret, and apply information specific to social studies disciplines by reading, asking questions and observing (MLO 1.2)	**1.1.5.2** *find*, apply, and organize information specific to social studies disciplines by reading, asking questions and observing (MLO 1.2)	**1.1.8.2** *find*, evaluate, and organize information specific to social studies disciplines by reading, asking questions, investigating and observing (MLO 1.2)	**1.1.12.2** analyze how change happens at different rates at different times; that some aspects can change while others remain the same; that change is complicated and affects not only technology, **economics**, and politics, but values and beliefs (SFS 2.1.1, 2.2.6)
1.1.3.3 *find*, interpret, and apply information from primary and secondary sources including pictures, graphics, maps, atlases, artifacts, and timelines (MLO 1.3)	**1.1.5.3** *find*, interpret, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents (MLO 1.3)	**1.1.8.3** *find*, interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents (MLO 1.3)	**1.1.12.3** assess the credibility of primary and secondary sources, assessing the accuracy and adequacy of the author's details to support claims and noting instances of bias, propaganda and stereotyping, and draw sound conclusions (SFS 2.2.5, 2.2.6)

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In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, world history from the Renaissance to modern times and government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
1.1.3.4 *describe how their community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers and other sources*	**1.1.5.4** *pose and ask questions about their local community from a spatial perspective, describing how and why families and individuals migrated and settled there and how their community has changed over time*	**1.1.8.4** *pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases to explain historical* ***migration*** *of people, expansion and disintegration of empires, and growth of* ***economic systems***	**1.1.12.4** *use case studies and geographic information from a variety of sources such as data bases, field interviews, media services, and questionnaires to identify contemporary geographic problems and issues and consider the advantages and disadvantages of various solutions (SFS 2.2.3)*
1.1.3.5 identify the causes and effects of events (MLO 1.4)	**1.1.5.5** identify and analyze the causes and effects of historical events (MLO 1.4)	**1.1.8.5** identify and distinguish cause and effect and sequence and correlation in historic events (MLO1.4)	**1.1.12.5** analyze the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments (USH 1.1.2, WH 1.1.3, SFS 2.2.1)
1.1.3.6 identify situations and processes for making decisions (MLO 1.5)	**1.1.5.6** make decisions and analyze decisions of individuals, groups, and institutions (MLO 1.5)	**1.1.8.6** make decisions and analyze decisions of individuals, groups, and institutions in other times and places, and evaluate the consequences (MLO 1.5)	**1.1.12.6** analyze decisions made in the area of public policy, evaluate alternatives and consequences (G 1.1.4 SFS 2.2.3)

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, world history from the Renaissance to modern times and government at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
1.1.3.7 read and interpret problems from social studies content (MLO 1.6)	**1.1.5.7** analyze problems drawn from social studies, identify resources, prepare solutions, and provide justification (MLO 1.6)	**1.1.8.7** analyze problems drawn from social studies and evaluate information related to the problem, and propose and justify solutions (MLO 1.6)	**1.1.12.7** analyze problems drawn from social studies, establish criteria for solution, evaluate information related to the problem, and propose and justify solutions (SFS 2.2.3, 2.4.5)
1.1.3.8 summarize the main points of an issue explaining different viewpoints (MLO 1.7)	**1.1.5.8** analyze issues by stating the issue, identifying and summarizing viewpoints, and drawing conclusions based on evidence (MLO 1.7)	**1.1.8.8** analyze issues by stating and summarizing the issue, evaluating different viewpoints, and drawing conclusions based on data (MLO 1.7)	**1.1.12.8** evaluate issues by stating and summarizing the issue, and drawing conclusions based on conflicting data (SFS 2.2.6, 2.1.1)
		1.1.8.9 explain why historic interpretations vary (MLO 1.8)	**1.1.12.9** explain different viewpoints in historical accounts of controversial events and determine the context in which the statements were made, including but not limited to, the questions asked, the sources used and the author's perspective (SFS 2.1.1)
1.1.3.10 provide examples of social institutions and the **media** that have an impact on individuals (MLO 1.8)	**1.1.5.10** analyze the impact of social institutions and the **media** on the behavior of individuals and groups (MLO 1.8)	**1.1.8.10** evaluate the impact of social institutions and the **print media** on the behavior of individuals and groups (MLO 1.9)	**1.1.12.10** analyze the impact of the media on public opinion and the behavior of the electorate (G 1.1.4; SFS 2.2.3)

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, world history from the Renaissance to modern times and government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
1.1.3.11 *frame questions that can be answered by historical study and research*	***1.1.5.11*** *develop effective questions to acquire information about people, events, civilizations, and other social studies concepts*	***1.1.8.11*** *identify topics, ask and evaluate questions, and develop ideas leading to inquiry, investigation, and research*	**1.1.12. 11** *use clear research questions and coherent research methodology to elicit and present evidence from primary and secondary sources using available library, electronic and* ***human resources***
			1.1.12.12 *identify community resources that preserve historical information and know how to access this knowledge (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders) (SFS 3.2.1)* **1.1.12.13** *synthesize information from multiple sources, evaluating each source in terms of the author's viewpoint or bias and use of evidence, identifying complexities and discrepancies in the information, and making distinctions between sound generalizations and misleading oversimplifications(SFS 2.2.5)* **1.1.12.14** *explain different points of view in historical accounts of controversial events and determine the context in which the statements were made (e.g., the questions asked, the sources used, the author's perspective (SFS 2.2.6, 2.1.1)*

2.0 UNITED STATES HISTORY – Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.

Rationale:
United States history has been organized chronologically to explicitly explain how and why people do what they do over time. The standard that includes the study of the Civil War and the period of Reconstruction is the bridging unit between the middle school and high school United States history course.

2.1 Students demonstrate understanding of societies in the Americas, Western Europe, and Western Africa and how they interacted increasingly after 1450.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the study of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877 at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades:
	*2.1.5.1 summarize **migrations** from Asia throughout the Americas using data provided by archeologists, anthropologists, and geologists*		
	2.1.5.2 analyze the social, economic, and political characteristics of societies native to North America (MLO 2.1)		
	2.1.5.3 describe the social, economic, and political characteristics of Western European society that led to the exploration of the Americas		
	2.1.5.4 examine the social, economic, and political characteristics of Western African societies		

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2.2 Students describe the early explorations of the Americas and the consequences of the interactions of previously unconnected people.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades:
	2.2.5.1 trace routes taken by early explorers, from the 15th to 17th centuries, around Africa, to the Americas, and across the Pacific and the technological developments that made sea exploration possible		
	2.2.5.2 compare French, English, Portuguese, and Dutch goals for exploration and colonization with those of the Spanish		
	2.2.5.3 examine the Spanish, French, English, Portuguese, and Dutch and competition for control of North America and their interactions with each other and with societies native to the region		

2.3 Students demonstrate understanding of the political, religious, economic, and social institutions that evolved in Maryland and other colonies.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades:
	2.3.5.1 analyze the social and religious composition of early settlers, their motives for migration, and the difficulties they encountered, with particular attention to the early settlements of Maryland (MLO 2.2)		
	2.3.5.2 *analyze the religious character of the earliest colonies*		
	2.3.5.3 describe how colonies were established and governed including the early democratic ideas and practices that emerged (MLO 2.3)		
	2.3.5.4 compare daily life in the New England, Mid-Atlantic, and Southern colonies, including the various ethnic and cultural perspectives (MLO 2.4)		
	2.3.5.4 *examine the gradual institutionalization of slavery into America, including the various responses to slavery, and how slavery shaped the lives of colonists and Africans in the Americas*		

2.4 Students demonstrate understanding of the causes and course of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory that created the new nation.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades:
	*2.4.5.1 summarize the consequences of the Seven Years War and the change in British colonial **policy** following the Treaty of Paris in 1763*		
	2.4.5.2 evaluate the critical political, social, and economic issues and events that led to the American Revolution (MLO 2.5)		
	2.4.5.3 describe the people and events associated with the drafting and signing of the Declaration of Independence and the document's main **principles** and significance (MLO 2.6)		
	2.4.5.4 analyze the turning points in the Revolutionary War and the importance of aid from France and Spain in the American victory		
	2.4.5.5 analyze views, lives, and contributions of significant people of the Revolutionary period (MLO 2.7)		

2.5 Students demonstrate understanding of the historical events, documents, and practices that are the foundations of our political system, including the United States Constitution and Bill of Rights.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
	2.5.5.1 describe historic developments that led to the writing of the United States Constitution and Bill of Rights (MLO 2.8)	**2.5.8.1** summarize the impact of the American Revolution on politics, the economy, and society (MLO 2.1)	
	2.5.5.2 *describe the principles articulated in the* ***Articles of Confederation*** *and the United States Constitution, and the successes and failures of each in meeting the challenges of governing*	**2.5.8.2** analyze the purposes and debates of the Constitutional Convention, and the ratification of the United States Constitution, *and the roles of key leaders in the writing and ratification of the United States Constitution* (MLO 2.2)	
		2.5.8.3 describe the effects of the presidencies of Washington, Adams, and Jefferson on the political system during their tenures	

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2.6 Students demonstrate understanding of United States territorial expansion from 1801—1861 and how it affected relations with external powers and Native Americans

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		2.6.8.1 analyze the reasons for exploration and the acquisition of territories in the early national period	
		2.6.8.2 *describe the economic and political roots of **Manifest Destiny** and how the concept influenced westward expansion of the **nation***	
		2.6.8.3 analyze the United States' **relations** with Native Americans, including treaty relations, land acquisition, and the **policy** of Indian removal (MLO 2.3)	
		2.6.8.4 *explain the political and economic causes and outcomes of the War of 1812*	
		2.6.8.5 *describe the origins and provisions of the Monroe Doctrine and explain how it influenced foreign affairs*	
		2.6.8.6 *analyze the outcomes of territorial disputes through diplomacy or military conflict*	

2.7 Students explain how industrial and transportation changes and increasing immigration in the North, the rapid expansion of slavery in the South, and westward movement changed the lives of people in the United States.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		2.7.8.1 analyze changes in land and water transportation, including a network of roads, canals, and railroads, and their impact on the economy and **settlement patterns** (MLO 2.4)	
		2.7.8.2 *evaluate the influence of industrialization and technological developments including the factory system and analyze how it affected gender roles and changed the lives of men, women, and children*	
		2.7.8.3 *describe the impact of governmental policies on* ***economic growth*** *by the mid 19th century, including the development of* ***money****, savings and credit, and the banking system*	
		2.7.8.4 *analyze the push-pull factors in the United States in the 19th century which led to a wave of immigration from Northern Europe and how that immigration intensified ethnic and cultural conflict*	
		2.7.8.5 *describe the origins and development of the institution of slavery*	
		2.7.8.6 *explain how the cotton gin and the opening of new lands in the South and West led to the increased demand for slaves*	
		2.7.8.7 *contrast the causes and character of rapid settlement of California and Oregon in the late 1840s and 1850s*	

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2.8 Students describe the forces that led to cultural, religious, social, economic, and political changes during the antebellum period (1801-1861).

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		2.8.8.1 *explain the importance of Jacksonian Democracy and how it represented a change in American social, political, and economic life*	
		2.8.8.2 describe pro-slavery and anti-slavery positions and explain how debates over slavery influenced politics and sectionalism (MLO 2.5)	
		2.8.8.3 *analyze the experiences of African American slaves in the South, the experiences of freed blacks in the North who founded schools and churches to advance black rights, and the rise of anti-slavery forces*	
		2.8.8.4 *explain how tariff policy and issues of states' rights influenced* ***political party*** *development and prompted sectional differences*	
		2.8.8.5 *describe the impact of the ideas of the various reform movements including the abolitionist movement*	

2.9 Students demonstrate understanding of the causes, course, and character of the Civil War and its effect on the people of the United States (1850-1865).

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and :
		2.9.8.1 *explain how events between 1850 and 1861 escalated the tensions between the North and South, and led to secession of several states and finally to war* (MLO 2.6)	**2.9.12.1** analyze the economic and philosophical differences between the North and South (US 1.1.4)
		2.9.8.2 *describe the views and lives of leaders and soldiers on both sides of the war, including black soldiers and regiments*	**2.9.12.2** describe life on the home fronts and the vast economic and political impact of the war (US 2.1.2)
		2.9.8.3 *analyze the purpose, significance, and meaning of the Emancipation Proclamation*	**2.9.12.3** describe how the Emancipation Proclamation evolved into the 13th amendment (US 1.1.4)
		2.9.8.4 analyze key events and turning points of the Civil War and compare and contrast the goals, resources, and strategies of the North and South, including the geographical advantages and obstacles, technological advances, and military leadership (MLO 2.7)	**2.9.12.4** analyze the expanded role of government during wartime and the effects on the rights of the individual (US 1.1.4)

2.10 Students demonstrate understanding of the successes and failures of Reconstruction and its enduring impact.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and :
		2.10.8.1 analyze competing goals of Reconstruction and the effects on the political, economic, and social structure of different regions (MLO 2.8)	**2.10.12.1** evaluate the Reconstruction policies advocated by Abraham Lincoln, Andrew Johnson, and Congressional leaders and explain the social, economic, and political factors that worked against their promises and brought it to an end in 1877 (US 1.1.4, 3.1.3)
		2.10.8.2 *evaluate the effects of the Freedman's Bureau, the restrictions on the rights and opportunities of freedman, and the rise and effects of the Ku Klux Klan*	**2.10.12.2** analyze the basic provisions and impact of the 13th, 14th, and 15th Amendments on the United States Constitution (US 1.1.4)
			2.10.12.3 analyze the enduring effects of the Civil War and Reconstruction on the relationships between individuals and groups (US 1.1.4)
			2.10.12.4 evaluate the economic and social problems that faced the South in general and African Americans in particular (US 1.1.4, G 3.1.3)

2.11 Students demonstrate understanding of the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution up to 1917.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			2.11.12.1 describe the rise of big business as a major force in the United States and its impact on economic and political practices (US 4.1.1, US 4.1.4)
			2.11.12.2 describe significant innovations in technology that changed the quality of life and transformed agriculture, mining and ranching (US 3.1.4, US 4.1.1, 4.1.4)
			2.11.12.3 explain the causes and characteristics of industrialization in the late 19th century United States, including how industrialization made **consumer goods** more available, and increased the **standard of living** for many Americans (US 4.1.1, US 4.1.4)
			2.11.12.4 describe child labor, unregulated working conditions, laissez-faire policies toward big business, and the rise of the labor movement (US 1.2.1, US 4.1.3)
			2.11.12.5 analyze the new sources of large-scale immigration in terms of their origins and motives for emigrating (US 1.2.5, WH 2.3.2)
			2.11.12.6 explain the factors producing rapid urbanization in the late 19th century and describe the major features of cities and urban life, including the contribution of immigrants and ways in which the new social and economic patterns encouraged assimilation of newcomers (US 2.1.1, US 3.2.1, US 4.1.2)

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In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			2.11.12.7 analyze the consequences of western expansion, including federal Indian **policy**, the Plains wars, and agricultural development (US 1.1.8, US 4.1.1, US 4.1.3, US 3.1.3)
			2.11.12.8 describe the American political system and its successes and shortcomings in the late 19th century, including the nature of the parties, political issues, and voting patterns, and the effectiveness of public **policy** in dealing with the era's social, economic, and political problems (US 1.1.3, US 4.1.1)
			2.11.12.9 explain the political, social, and economic origins and impact of Populism (US 4.1.1)
			2.11.12.10 relate the significant Progressive Era's political, social, and economic problems to their proposed solutions at the local, state, and national levels (US 1.1.5)
			2.11.12.11 evaluate the impact of Progressive Era amendments and legislation on state and local society, economy, and politics (US 1.1.5, US 1.1.2)

2.12. Students demonstrate understanding of the changing role of the United States in world affairs through World War I (1867-1920).

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			2.12.12.1 trace and explain the changing economic and political roles that contributed to the emergence of the United States as a world power (US 2.2.1, US 2.2.2)
			2.12.12.2 relate the **principles** of American **foreign policy** in the era of imperialism to events in Asia, Africa, Latin America, and the Caribbean, including Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy (US 2.2.1, US 2.2.2, US 3.2.3)
			2.12.12.3 analyze the debates for and against entering WW I and the events that led to our eventual involvement (US 2.2.2, US 3.2.3)
			2.12.12.4 analyze the economic, social, and political impact of WW I on individuals, groups, and **institutions** in the United States (WH 2.2.3, US 2.2.2, US 3.2.3)
			2.12.12.5 analyze the debate in the US over the Treaty of Versailles and the League of Nations, and the decision not to participate (US 2.2.2, WH 2.2.3, US 2.1.2)

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2.13 Students analyze the major political, social, economic, technological, and cultural developments of the 1920's and '30s.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at **earlier** grades and:
			2.13.12.1 explain the international and domestic events, interests, and philosophies that prompted attacks on civil liberties and the rise of intolerance (US 1.1.8, US 1.2.4)
			2.13.12.2 describe the urban and social reform movements *under the leadership of W.E.B. DuBois, Jane Addams and Frances Willard with the initiation of the National Urban League and the NAACP* (US 1.2.3, US 1.2.4, US 1.1.3)
			2.13.12.3 explain the rise of the women's movement; and its the significance in the 1920's for American **women; the passage of the 19th amendment**, *and the struggles of the leaders such as Alice Paul, Elizabeth Cady Stanton, and Carrie Chapman Catt* (US 1.2.3)
			2.13.12.4 describe the Harlem Renaissance and new trends in literature, art, and *music and the impact of individuals such as Langston Hughes, Eubie Blake, and Rose McClendon* (US 1.2.6)
			2.13.12.5 analyze the growth and effects of radio and movies on the worldwide **diffusion** of popular **culture** (US 2.1.3, US 1.2.6)
			2.13.12.6 explain the emergence of a modern **market economy** and its effects on mass **culture** (US 4.1.4)
			2.13.12.7 describe the monetary issues of the late 19th and early 20th centuries that gave rise to the establishment of the Federal Reserve and weaknesses in key sectors of the economy
			2.13.12.8 analyze the principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress, and the President to combat the economic crisis (US 1.1.8, US 1.2.2, US 1.1.6)

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			2.13.12.9 explain the effects of the Great Depression on workers, farmers, gender roles, and various social and ethnic groups (US 1.2.2, US 1.1.6)
			2.13.12.10 explain the arguments for and against the New Deal (US 1.1.6)
			2.13.12.11 evaluate the successes and failures of the relief, recovery, and reform measures of the New Deal and the expanded role of the federal government in society and the economy (US 1.1.6)

2.14 Students demonstrate understanding of the cause, course, and consequences of World War II, including the character of the war at home.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			2.14.12.1 explain the reasons the United States moved from a policy of isolationism to involvement with emphasis on the events that precipitated the attack on Pearl Harbor (US 2.2.1, US 2.2.2)
			2.14.12.2 analyze Allied war aims, strategies, and major turning points of the war and evaluate the decision to drop the atomic bomb (US 2.2.2, HW 1.1.3, WH 1.1.4)
			2.14.12.3 describe the impact of events on people at the home front, including the internment of Japanese Americans, the role of women in military **production**, and the role and growing political demands of African Americans (US 1.1.8, US 2.1.2, WH 1.1.3)
			2.14.12.4 describe the role and sacrifices of members of the American armed forces (US 2.2.2, US 2.1.2)
			2.14.12.5 explain the economic and military mobilization on the home front including the resulting innovations in aviation, weaponry, communications, and medicine (US 2.2.2, US 2.1.2)
			2.14.12.6 assess the impact of World War II on the United States' **foreign policy** (US 2.2.2, 2.2.3)

2.15 Students demonstrate understanding of the economic boom, social transformation, and technological development of post-war United States to the present.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			2.15.12.1 describe the growth of service sector, white collar, and professional sector jobs in government and business
			2.15.12.2 analyze the nation's changing immigration **policy** with emphasis on how the Immigration Act of 1965 and successor acts have affected American society (US 2.1.1)
			2.15.12.3 analyze the impact, need, and controversies associated with environmental conservation, expansion of the national park system, and development of environmental protection laws (G 4.1.2, G 3.1.2, G 4.1.3)
			2.15.12.4 explain the effects of technological developments on the nation's economic strength, daily life, and the world economy such as the computer revolution, changes in communication, and advances in medicine (US 3.1.4, WH 3.3.1, WH 3.3.2)

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2.16 Students demonstrate understanding of how the Cold War and related conflicts influenced domestic politics and foreign policy from 1945 to the present.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			2.16.12.1 trace the origins, evolution, and end of the Cold War including the Era of McCarthyism, the Truman Doctrine, the Berlin Blockade, Cuban Missile Crisis, disarmament policies, and the Vietnam War (US 2.2.3, US 2.2.4, US 2.2.3)
			2.16.12.2 evaluate the rationale for and the effect of United States communist containment policies in Korea and Vietnam on domestic politics (US 2.2.3, US 2.2.4)
			2.16.12.3 analyze major United States foreign policy initiatives and responses to major crises since the early 1970's (G 2.1.1, G 2.1.2, US 2.2.5)
			2.16.12.4 explain the strategic, political, and economic factors in Middle East policy, including the Gulf War (US 2.2.5)
			2.16.12.5 analyze relations between the United States and other countries in the Western Hemisphere in the 20th century, including key economic, political, immigration, and environmental issues (G 2.1.1, US 2.2.1)

2.17 Students demonstrate understanding of domestic policies and politics from 1945 to 1970 with emphasis on the struggle for racial and gender equality and the extension of civil liberties

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			2.17.12.1 trace the expansion of New Deal policies from the Fair Deal through the Great Society, including the controversies (US 1.1.6; US 1.1.7)
			2.17.12.2 analyze the origins, major developments, controversies, and consequences of the post-war African American **civil rights movement**, *including President Truman's decision to end segregation in the armed forces, the role and view of leading civil rights advocates such as Martin Luther King, Jr., Thurgood Marshall, and Rosa Parks and key United States Supreme Court cases* (G 1.1.3, G1.2.2, US 1.2.4, US 1.1.8)
			2.17.12.3 analyze how the advances in the African-American **civil rights movement** influenced the agendas and strategies in the quest of Native Americans, Asian-Americans, and Hispanic-Americans for civil rights and **equality of opportunities** (US 1.1.3)
			2.17.12.4 analyze reapportionment cases and voting rights legislation and their impact on political participation and representation (US 1.1.3, G 3.1.1)
			2.17.12.5 analyze the origins, major developments, controversies, and consequences of the post-war women's movement (US 1.2.3)

2.18 Students demonstrate understanding of the political, economic, social, and cultural developments in contemporary United States.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 through modern times, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			2.18.12.1 explain how the federal, state, and local governments have responded to political, economic, social, and cultural patterns (G 3.1.2, G 3.1.3, US 1.2.6)
			2.18.12.2 analyze the performance of the American economy and its impact on individuals, groups, and **institutions** since the early 1970's (US 4.1.1, US 4.1.2, US 4.1.4)
			2.18.12.3 *explain the major patterns and developments in domestic politics and policy after Nixon's presidency with particular attention to the origins, nature, and impact of the "Reagan Revolution"*

3.0 World History – Students will examine significant ideas, beliefs, and themes, organize patterns and events, and analyze how individuals and societies have changed over time in the World.

Rationale:

United States history has been organized chronologically to explicitly explain how and why people do what they do over time. The standard that includes the study of the Middle Ages is the bridging unit between the middle school and high school in the world history course.

3.1 Students demonstrate understanding of the rise of the earliest communities that led to the emergence of agricultural societies.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know **and are able to** do everything required at earlier grades and:
		3.1.8.1 *explain why some early hunting-gathering groups established settled communities and farming societies around the world*	
		3.1.8.2 explain why towns and cities emerged from human settlement (MLO 2.9)	

3.2 Students demonstrate understanding of how civilizations emerged in Mesopotamia, Africa, China, and the Indus River Valley.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	By the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		3.2.8.1 *analyze the criteria anthropologists and archeologists use to define civilizations, such as social hierarchy, government, writing systems, and long distance trade*	
		3.2.8.2 *compare the geographic locations of Mesopotamia, Egypt, Indus River Valley, Northern China, and Nubia/Kush civilizations*	
		3.2.8.3 *describe the political and economic systems of Mesopotamia, Egypt, Indus River Valley, Northern China, and Nubia/Kush*	
		3.2.8.4 analyze the cultural development of Mesopotamia, Egypt, Indus River Valley, Northern China, and Nubia/Kush (MLO 2.10)	

3.3 Students demonstrate understanding of the emergence of Aegean civilization (600-200 BCE), and the increasingly complex interrelations that developed among peoples of the eastern Mediterranean, Northern Africa and Southwest Asia.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		3.3.8.1 evaluate the achievements and limitations of political and social **institutions** that developed in Athens, Sparta, *and other* ***Aegean city-states*** (MLO 2.11)	
		3.3.8.2 *analyze the major cultural achievements of Greek civilization in art, science, literature, and philosophy*	
		3.3.8.3 *analyze the development of the Persian Empire and the consequences of its conflicts with the Greeks*	
		3.3.8.4 *describe the impact of Alexander of Macedonia's conquests on Greek, Egyptian, Persian, and South Asian cultures and the use of Hellenistic Culture*	

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3.4 Students demonstrate understanding of how large-scale empires emerged and declined in the Mediterranean basin, China, and India (1300 BCE - 300 CE).

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the **end of grade 12**, students know and are able to do everything required at earlier grades and:
		3.4.8.1 explain causes and consequences of the unification of the Mediterranean basin under Roman rule, *including the major legal, artistic, architectural, technological, and literary achievements* (MLO 2.12)	
		3.4.8.2 *describe the social structure, significance of* ***citizenship****, and the development of political* ***institutions*** *in the Roman Republic*	
		3.4.8.3 *analyze the major causes of the decline of the Roman Empire*	
		3.4.8.4 analyze how China became unified under the early imperial dynasties and the significance of trans-Eurasian "silk roads," *including the development of iron technology* (MLO 2.13)	
		3.4.8.5 *analyze the major causes of the decline of the Han Empire*	

3.5 Students demonstrate understanding of the development and major beliefs of monotheistic and polytheistic religions (300-700 **CE**).

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		3.5.8.1 describe the major traditions, customs, and beliefs of Judaism and its influence on subsequent faiths	
		3.5.8.2 describe the major traditions, customs, and beliefs of Christianity and its emergence in the context of the Roman Empire	
		3.5.8.3 describe the major traditions, customs, and beliefs of Confucianism and Taoism and their emergence in the context of the early imperial dynasties in China	
		3.5.8.4 describe the major traditions, customs, and beliefs of Hinduism and Buddhism and their expansion throughout Asia	

3.6 Students demonstrate understanding of the causes and impact of the rise of Islamic civilization.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know **and are able to** do everything required at earlier grades and:
		3.6.8.1 *describe the major traditions, customs, and beliefs of Islam and its expansion into Southwest Asia (Middle East), North Africa, and Europe*	
		3.6.8.2 *examine and analyze the divisions within the Islamic world (Shi'ites and Sunnis)*	
		3.6.8.3 *analyze the influence of Islamic* ***civilization*** *in the 7th-10th centuries, its contributions in the areas of art, science, medicine, literature, and philosophy.*	

3.7 Students demonstrate understanding of the evolution of European society during the Middle Ages.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		3.7.8.1 analyze the development of feudalism as a social, economic, and political system (MLO 2.14)	
		3.7.8.2 *examine the growth and influence of the Christian church as a social, cultural, and political* ***institution***	
		3.7.8.3 *analyze the causes and consequences of the Crusades, including their effects on Christian, Muslim, and Jewish populations in Europe*	
		3.7.8.4 *examine the decline of feudalism, the emergence of centralized monarchies, and developments in constitutional rights and representative* ***institutions*** *(e.g., the Magna Carta)*	***3.7.12.4*** *analyze the causes and consequences of the Hundred Years War and the resurgence of centralized monarchies*
		3.7.8.5 *summarize the origin and consequences of the Black Death and recurring plagues in the 14th century*	**3.7.12.5** analyze the major demographic, economic, social, and religious trends in Europe following the Black Death (WH 1.1.1)

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3.8 Students demonstrate understanding of the development of dominant regional empires.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		3.8.8.1 describe China's political, economic, and cultural expansion in the Tang period and the impact on Japan, Korea, and Southeast Asia	**3.8.12.1** describe the impact and significance of the expansion of the Ottoman State (WH 2.2.3)
		3.8.8.2 summarize the importance of the political, economic, and social life of Mali and other African empires *and analyze the role of Islam in Africa* (MLO 2.15)	**3.8.12.2** analyze reasons for the collapse of the Mongol rule in China and the development and expansion of the empire under the Ming dynasty (WH 1.1.2, 2.2.1)
		3.8.8.3 describe the rise of the Mongol Empire and its consequences for Eurasian people	*3.8.12.3 describe characteristics of the Songhai Empire and reasons for its rise and collapse*
		3.8.8.4 compare the development of complex **civilizations** in the Americas, including the Incas, Mayans, and Aztecs (MLO 2.16)	

- 3.9 Students demonstrate understanding of how European society experienced dramatic political, economic, and cultural transformations through the Renaissance and Reformation.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.9.12.1 analyze the role of travel and trade, Italian **city-states**, and the contributions of classical and Islamic **civilizations** to the Renaissance (WH 2.1.1, 1.1.1)
			3.9.12.2 describe the scientific, aesthetic, and cultural significance of major changes in painting, sculpture, literature, and architecture (WH 2.1.1)
			3.9.12.3 explain the relationship between emerging humanistic values and new technologies, such as the printing press and telescope (WH 1.1.4)
			3.9.12.4 analyze causes and consequences of discontent with the late medieval church during the Protestant Reformation and the Catholic Counter-Reformation (WH 1.1.3)

3.10 Students demonstrate understanding of the aims of responses to, and the effects of, exploration and the expansion among peoples of Africa, Europe, and the Americas (1400 -1750).

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.10.12.1 describe the reasons, particularly mercantile and capitalism, that led the European states and people to exploration and expansion (WH 4.1.1, WH 4.1.2)
			3.10.12.2 analyze the impact of European exploration and expansion on the peoples of Sub-Saharan Africa, Asia, and the Americas (US 2.1.1, WH 1.1.3, WH 2.2.1, WH 2.2.2)
			3.10.13.2 analyze the variety of responses to European colonization (WH 3.2.3, 2.2.2)
			3.10.12.4 describe the origins of the transatlantic African slave trade and the consequences for Africa, America, and Europe, such as triangular trade and the Middle Passage (WH 4.1.1)
			3.10.12.5 assess the impact of the transmission of disease, the exchange of ideas, and the movement of plants and animals

3.11 Students demonstrate understanding of the rising economic and political power of European states between 1500-1700 **CE**.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.11.12.1 explain how specific European states such as Portugal, Spain, France, Holland, and England emerged as economic world powers (WH 1.1.3, WH 4.1.2)
			3.11.12.2 explain how the English Civil War and the Revolution of 1688 affected government, religion, economy, and society in England and its colonies, *including the significance of the English Bill of Rights* (WH 1.1.2)

3.12 Students demonstrate understanding of how the Scientific Revolution and the Enlightenment transformed European society.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.12.12.1 explain the impact of scientific discoveries and innovations on European societies, including those of Copernicus, Galileo, Harvey, Newton
			3.12.12.2 explain the development and significance of the "scientific method" and empiricism (WH 4.1.2)
			3.12.12.3 explain the philosophical ideas of the Enlightenment, including rationalism, secularism, and Deism
			3.12.12.4 explain the political ideas of the Enlightenment that originated in Ancient Rome and Greece, *including those expressed by Locke, Montesquieu, and Rousseau* (WH 1.1.1)

3.13 Students demonstrate understanding of the causes and consequences of political revolutions in the late 18th and early 19th Centuries.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.13.12.1 explain the causes of the French Revolution, and how the Revolution contributed to the political, economic, and cultural transformations in Europe and the world (WH 1.1.3)
			3.13.12.2 analyze the leading ideas of the French Revolution and assess their contribution to democratic thought (WH 1.1.3)
			3.13.12.3 describe how Spanish American countries and Haiti achieved independence in the early 19th century (WH 1.1.3, 2.2.2)
			3.13.12.4 compare the causes, character, and consequences of the English, American, and French Revolutions and their enduring effects on worldwide political expectations for self-government and individual liberty (WH 1.1.2, WH 1.1.3)

3.14 Students demonstrate understanding of the causes and consequences of the agricultural and industrial revolutions (1700-1850).

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context study of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.14.12.1 explain how changes in agriculture and transportation and new technological inventions led to the Industrial Revolution (WH 1.1.1, WH 1.1.4)
			3.14.12.2 analyze the defining characteristics of the Industrial Revolution (WH 1.1.1)
			3.14.12.3 analyze the changes in the living and working conditions for the early industrial working class, especially women and children (WH1.1.1, WH 1.1.4)
			3.14.12.4 describe the impact of new social movements and ideologies, including conservatism, liberalism, socialism, trade unionism, Marxism, and Social Darwinism (WH 4.1.2 WH 4.1.1)

3.15 Students demonstrate understanding of the patterns of nationalism, revolution, and reforms (1750-1870).

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.15.12.1 analyze how the Ottoman Empire responded to Western military, political, and economic power (WH 2.2.3)
			3.15.12.2 describe Russian absolutism reform and imperial expansion (WH 1.1.1)
			3.15.12.3 describe how China's Qing dynasty responded to economic and political crises (WH 1.1.2)
			3.15.12.4 *explain the successes and failures of democracy in Latin America, including the political and economic changes*
			3.15.12.5 describe the impact of nationalism on politics and society in Italy, Germany, and Austria-Hungary (WH 1.1.2, WH 2.2.3, WH 2.2.1)
			3.15.12.6 compare the causes and consequences of the Revolutions of 1848 in Europe (WH 2.2.1)

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3.16 Students demonstrate understanding global imperialism and patterns of resistance (1800 - 1914).

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.16.12.1 explain the causes and consequences of European and American imperial expansion (WH 2.2.1, 2.2.2)
			3.16.12.2 explain how Japan transformed from feudal shogunate to a modern, industrial and imperial nation-state (WH 2.2.1)
			3.16.12.3 describe political and cultural transformations in Asia in the era of the "new imperialism," including Indian society under British rule, French and British colonization in Southeast Asia, and the Chinese Revolution of 1911 (WH 2.2.1, 2.2.2)
			3.16.12.4 describe the range of responses to the European "scramble for Africa" (WH 2.2.2, WH 2.1.1)

3.17 Students demonstrate understanding of the causes and global consequences of World War I.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at **earlier grades** and:
			3.17.12.1 analyze the causes of World War I, including militarism, alliances, imperialism, and nationalism (WH 1.1.2, WH 1.1.3, WH 2.2.1)
			3.17.12.2 describe the global scope, outcomes, and human costs of World War I (WH 1.1.3)
			3.17.12.3 analyze the causes and consequences of the Russian Revolution of 1917 (WH 1.1.1)

3.18 Students demonstrate understanding of patterns of global change in the period between World I and World II.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.18.12.1 analyze the conflicting post-war goals as expressed in the Fourteen Points and Treaty of Versailles (WH 2.2.3)
			3.18.12.2 *describe the growth of nationalist and independence movements in Africa, Asia, and Latin America*
			3.18.12.3 *analyze the interaction between scientific and technological innovations and new patterns of social and cultural life, including radio, transatlantic cable, film, phonograph, and automobile*
			3.18.12.4 explain the global causes and consequences of the Great Depression (WH 2.2.2)

3.19 Students demonstrate understanding of the causes and global consequences of World War II.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.19.12.1 analyze the causes of World War II, including the influence of ideologies of fascism and Nazism; the legacy of World War I; the Depression; the German, Italian, and Japanese drives for empire; and Western appeasement (WH 1.1.3, WH 2.2.1, WH 2.3.1)
			3.19.12.2 describe the principal developments and major turning points of the war
			3.19.12.3 evaluate the human costs of World War II, with special emphasis on the Nazi Holocaust (WH 1.1.3, 1.1.2)

3.20 Students demonstrate understanding of how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires collapsed.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			3.20.12.1 describe the efforts toward political and economic stabilization that accompanied post-war recovery in Europe and Japan (WH 1.1.3, WH 4.1.2)
			3.20.12.2 analyze the causes and consequences of the Chinese Revolution (WH 1.1.1)
			3.20.12.3 analyze the international divisions brought about by the Cold War, including conflicting ideologies, crises and wars, economic competition, and the arms race (WH 1.1.3, WH 1.1.4)
			3.20.12.4 explain how African, Asian, and Caribbean peoples achieved independence from European colonial rule (WH 2.2.2, WH 2.3.2)
			3.20.12.5 explain the purpose, organization, and fluctuating influence of the United Nations (WH 2.3.2, G 2.1.2, US 2.2.5)

3.21 Students demonstrate understanding of the forces for continuity, change, and increasing interaction across the contemporary world after 1989.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of world history from the Renaissance to modern times, by the end of **grade 12**, students know and are able to do everything required at **earlier grades** and:
			3.21.12.1 explain the reasons for the collapse of the Soviet Union (WH 1.1.3, WH 4.1.1, WH 3.2.1)
			3.21.12.2 describe how population explosion, environmental changes, and political and economic challenges have influenced **standards of living** around the world (WH 4.1.1, WH 2.3.2, WH 3.1.2, WH 4.1.1., US 4.1.2, US 4.1.4)
			3.21.12.3 assess the extent to which liberal **democracy**, global economic **interdependence**, and human rights movements have reshaped political, economic, and social life in China, Eastern Europe, Central America, and South Africa (WH 1.1.1, WH 2.3.2, WH 3.1.2, WH 4.1.1, G 2.1.1, G 2.1.1)
			3.21.12.4 analyze the major sources of tension and conflict in the contemporary world and efforts that have been made to address them, *including the Balkans, Rwanda, and the Persian Gulf* (WH 2.3.1, 2.3.2, WH 3.2.3, WH 4.1.2)

4.0 GEOGRAPHY – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Rationale:

The study of geography should be an integral part of each school districts curriculum. Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. Its subject matter is earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. Additional concepts, knowledge, and skills in physical systems are located in the earth, life, and environmental sciences portions of the Maryland Science Content Standards.

4.1 Students demonstrate understanding of the purpose of and are able to use and construct maps, globes, and other geographic tools to acquire, process, analyze, and report geographic information about people, places and environments.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 to modern times, world history from the Renaissance to modern times and government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
4.1.3.1 *identify the characteristics and purposes of maps, globes, and other* ***geographic tools***	***4.1.5.1*** *explain the purposes of and the differences among maps, globes, aerial photographs, and satellite images*	***4.1.8.1*** *use appropriate maps and other graphic representations to analyze geographic problems*	**4.1.12.1** use a variety of **geographic tools** to collect, synthesize, interpret, analyze, and evaluate information to answer geographic questions in the context of other social sciences (SFS 2.2.2)
4.1.3.2 construct and interpret maps to locate and describe places using **relative distance**, **map elements** including a title, simple grid systems, cardinal directions, compass rose, border, and **legend/key** , author and date (MLO 3.1)	**4.1.5.2** construct and interpret maps using **map elements** including a title, cardinal and intermediate directions, compass rose, border, longitude and latitude, **legend/key**, author, date, and **scale** (MLO 3.1)	**4.1.8.2** construct and interpret graphs, charts, databases, and thematic maps using **map elements** including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, **legends/key** and scale (MLO 3.1)	***4.1.12.2*** *construct and interpret thematic maps, graphs, charts, and databases to answer geographic questions and infer geographic relationships*
4.1.3.3 describe and classify **physical** and **human-made features** of **places** and **regions** (MLO 3.2)	**4.1.5.3** identify and locate **physical** and **human-made characteristics** of **places** and explain how those characteristics have affected people living there (MLO 3.2)	**4.1.8.3** explain interrelationships among **physical** and **human-made characteristics** that shape the identity of **places** (MLO 3.2)	**4.1.12.3** analyze the **human-made** and **physical characteristics** of the same place at different times in history, and explain how those characteristics have influenced human activity (WH 3.1.1)
4.1.3.4 explain why some **locations** are better than others for specific human activities (MLO 3.3)	4.1.5.4 describe the relationship between **physical characteristics** of a **place** and the location of human activities (MLO 3.3)	**4.1.8.4** analyze **geographic characteristics** that influence the **location** of human activities in world **regions** (MLO 3.3)	***4.1.12.4*** *analyze the factors influencing the* ***locations*** *of and interconnections among earth's human systems*

4.2 Students demonstrate understanding of the physical and human characteristics of places and use this knowledge to define regions and their patterns of change.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 to modern times, world history from the Renaissance to modern times and government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
4.2.3.1 identify a **region** as an area with one or more common **geographic characteristics** (MLO 3.4)	**4.2.5.1** describe similarities and differences of **regions** in Maryland and the United States and describe how the **regions** have changed over time (MLO 3.4)	**4.2.8.1** compare and contrast **regions** and **places** on a global basis and describe their interrelationships (MLO 3.4)	**4.2.12.1** analyze the roles and **relationships** of **regions** on the formation and implementation of government **policy** (G 3.1.3)
4.2.3.2 describe ways in which people perceive **places** and **regions**, drawing from personal experience and literature.	**4.2.5.2** identify ways that culture and experience influence people's **perceptions** of **places** and **regions**	**4.2.8.2** explain how physical and **human-made characteristics** give a place identity and meaning and how various perspectives and **perceptions** come to be associated with **places** and **regions**.	**4.2.12.2** analyze how the character and meaning of a place is related to its political, economic, social, and cultural **characteristics**, including an analysis of perspectives and **perceptions** that different groups hold about contemporary **places** and **regions** in the world (WH 3.2.1, WH 3.2.2, WH 3.2.3)
			4.2.12.3 analyze how shifts in regional relationships result from changes in political, economic, cultural, and environmental factors (G 3.1.3, 3.1.1, 3.1.2)

4.3 Students demonstrate understanding of how economic, political, and cultural processes interact to shape patterns of human population, interdependence, cooperation, and conflict.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 to modern times, world history from the Renaissance to modern times and government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
4.3.3.1 identify the geographic characteristics that affect where people settle (MLO 3.5)	**4.3.5.1** *explain how geographic characteristics influence **settlement patterns** and affect people living in a given area*	**4.3.8.2** analyze population growth and **settlements patterns** (MLO 3.5)	***4.3.12.1*** *compare and contrast settlement patterns in developing and developed countries*
4.3.3.2 *compare and contrast urban, suburban, and rural **environments***	**4.3.5.2** explain the impact of **geographic characteristics** on the settlement, growth, and prosperity of **places** in Maryland and the United States (MLO 3.5)	***4.3.8.1*** *identify and describe types of **settlement** in the United States and world and explain their spatial distribution*	***4.3.12.2*** *analyze the size, **distribution**, structure, and function of urban areas and the processes that have caused cities to grow*
4.3.3.3 *identify the causes of human **migration***	**4.3.5.3** describe causes and consequences of **migration** to and within Maryland and the United States (MLO 3.6)	**4.3.8.3** describe how and why people migrate and analyze consequences of the **migration** (MLO 3.6)	**4.3.12.3** explain the political, economic, social, and environmental factors that contribute to the route, flow, and destination of human **migration** and the effect of **migration** on the character of both the origin and destination of **places** (WH 3.1.1, 2.3.2, 2.1.1, 3.1.1; US 3.1.2)
		4.3.8.4 *employ demographic and cultural characteristics to describe the distribution and structure of populations in **places** and **regions***	**4.3.12.4** analyze patterns, trends and projections of population growth in places and regions and how these may affect the environment, society, and government policy (G 3.1.1: US 3.1.1, 3.1.2)

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 to modern times, world history from the Renaissance to modern times and government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
4.3.3.5 *describe major kinds of economic activity in local communities and explain the factors influencing their location and growth*	***4.3.5.5*** *describe major kinds of economic activity in Maryland and the United States and explain the factors influencing their location and growth*	***4.3.8.5*** *locate and describe major economic activities of world **regions** and explain the reasons for their locations and distribution*	***4.3.12.5*** *describe major world patterns of economic activity, their interrelationships, and their impact on levels of economic development*
4.3.3.6 *describe how places are connected by the **movement** of **goods**, ideas, and people*	***4.3.5.6*** *describe patterns and processes of **diffusion** in Maryland and the United States*	***4.3.8.6*** *trace the spatial **diffusion** of a phenomenon and describe its effects on regions of contact*	**4.3.12.6** analyze case studies of the spread of cultural traits that lead to cultural convergence and divergence such as the spread of democratic ideas or use of English language as a major medium of international communication WH 2.1.1, WH 2.2.1)
4.3.3.7 describe how transportation and communication networks link communities (MLO 3.6)	**4.3.5.7** explain how people in Maryland and the United States are linked by transportation and communication (MLO 3.7)	**4.3.8.7** analyze the influence of transportation and communication on the **movement** of people, **goods** , and ideas from **place** to **place** (MLO 3.7)	**4.3.12.7** evaluate the importance of transportation and communication as factors contributing to economic development (WH 3.3.1, US 3.1.4, US 3.2.1)
	4.3.5.8 *describe how cooperation and conflict affect the **movement** of individual and groups*	***4.3.8.8*** *describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface*	**4.3.12.8** analyze how various factors contribute to cooperation and conflict within and between countries, including resources, strategic locations, **culture**, and politics (WH 2.3.2, WH 2.1.1)
		4.3.8.9 *describe the forces and processes of cooperation that unite people across Earth's surface in terms of language, ethnic heritage, religion, political philosophy, social and **economic systems**, and shared history*	**4.3.12.9** explain the geographic factors that influence a nation's power to control territory and that shape the **foreign policies** and international political relations of selected nations (e.g., Iraq, Israel, United Kingdom) (WH 2.3.2, WH 2.1.1)
			4.3.12.10 analyze how differing points of view and self-interests play a role in conflict over territory (WH 2.2.1, WH 2.3.1)

4.4 Students demonstrate understanding of the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History from 1877 to modern times, world history from the Renaissance to modern times and government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
4.4.3.1 identify ways people adapt to and modify the natural **environment** to satisfy their wants (MLO 3.7)	**4.4.5.1** identify ways and reasons why people adapt to and modify the natural **environment** with technology, and analyze consequences of the modifications (MLO 3.8)	**4.4.8.1** evaluate ways and reasons why humans modify their natural **environment** to meet their wants and the consequences of the modifications (MLO 3.8)	***4.4.12.1*** *explain the possible global effects of human modification of the natural* ***environment*** *including how* ***technology has expanded human*** *capacity to modify and adapt to the physical environment*
4.4.3.2 identify environmental concerns of the community (MLO 3.8)	***4.4.5.2*** *describe how* ***natural hazards*** *and other environmental concerns affect human activities and the way people live*	***4.4.8.2*** *analyze how humans perceive and react to* ***natural hazards*** *and other environmental concerns*	***4.4.12.2*** *describe the impact of* ***natural hazards*** *on the environment and analyze the effectiveness of how individuals and groups prepare for and react to them*
		4.4.8.3 *explain how people's ideas about and relationship to the environment have changed over time particularly in response to how new technologies affect access to and use of resources*	4.4.12.3 evaluate **policies** and programs for resource use and management including **land use policies** in the United States and the **trade-off** between environmental quality and **economic growth** in the 19th and 20th centuries (G3.1.2, US 3.2.2, G 4.1.2; US 3.1.1, 3.1.2)
			4.4.12.4 *identify and evaluate alternative strategies to respond to constraints placed on human systems by the natural* **environment**
			4.4.12.5 describe why people have different viewpoints with respect to natural resource use (G 3.1.2, US 3.1.2)

5.0 ECONOMICS – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

Rationale:

The study of economics should be an integral part of every school district's curriculum. The curriculum should reflect the skills and concepts necessary for students to make informed decisions in the world. The principles of economics bear directly on the ordinary business of life and people's roles as citizens, consumers, and producers.

5.1 Students demonstrate understanding of the implications of the economic concepts of scarcity and choice and how they are related.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	At the end of **grade 12**, students know and are able to do everything required at earlier grades and:
5.1.3.1 identify **economic wants** for **goods** and **services** and explain how limited **natural, capital,** and **human resources** require people to make choices (MLO 4.1)	**5.1.5.1** explain how limited **resources** and unlimited **economic wants** cause people to choose certain **goods** and **services** and give up others (MLO 4.1)	**5.1.8.1** analyze how people and **institutions** experience **scarcity** and must make choices (MLO 4.1)	**5.1.12.1** assess how **scarcity** affects individuals, businesses, governments, and **nations** *and the effectiveness with which people throughout history have utilized* ***specialization*** *and* **trade** *to address economic* **scarcity** *and unequal resource allocation using case studies*
5.1.3.2 identify the **opportunity costs** of economic decisions made about **goods** and **services** (MLO 4.2)	**5.1.5.2** explain how the **opportunity costs** of economic decisions are a result of limited **resources** and unlimited **economic wants** (MLO 4.2)	**5.1.8.2** analyze **opportunity costs** and **trade-offs** in business, government, and personal decision-making (MLO 4.2)	**5.1.12.2** evaluate how **producers** and **consumers** make decisions by analyzing anticipated marginal benefits and marginal costs and how these decisions usually involve **trade-offs** versus all-or-nothing decisions (G 4.1.1, G 4.1.4)
5.1.3.3 identify and classify **economic resources (natural, capital, and human)** in the **production** process (MLO 4.3)	**5.1.5.3** explain how **producers** combine resources to provide **goods** and **services** to satisfy **economic wants** (MLO 4.3)	**5.1.8.3** analyze the relationship between the availability of **natural, capital,** and **human resources**, and the **production** of **goods** and **services** now and in the past (MLO 4.3)	***5.1.12.3*** *evaluate how governments must weigh anticipated marginal costs and marginal benefits of alternatives when making decisions about the issue of limited* ***economic resources***

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5.2 Students demonstrate understanding of the similarities and differences among economic systems and how each answers the basic economic questions of what to produce, how to produce, and for whom to produce.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	At the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		*5.2.8.1 describe the characteristics of a **market economy**, including private property, freedom of enterprise, competition, **consumer** choice, and the limited role of government*	**5.2.12.1** analyze and compare **traditional**, **market**, **command**, and **mixed economies** as organizing systems for the **production**, **distribution**, and **consumption** of **goods** and **services** (G 4.1.1)
			5.2.12.2 analyze the effects of **market** versus **command** systems on **consumer** sovereignty, profit, productivity, property rights, and **standards of living** in modern economies (G 4.1.1)

5.3 Students demonstrate understanding of how, in a market economy, buyers and sellers interact in markets through the forces of supply and demand.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	At the end of **grade 12**, students know and are able to do everything required at earlier grades and:
5.3.3.1 *explain that **price** is what a **seller** charges and what a **buyer** pays for a good or **service** in the **market** place*	**5.3.5.1** explain **supply** and **demand** and how they interact to determine the **price** for a **resource, good,** or **service** (MLO 4.4)	**5.3.8.1** analyze effects of **supply** and **demand** on the **production, consumption,** and **distribution** of **goods** and **services** (MLO 4.4)	**5.3.12.1** identify and analyze the factors that determine **supply** and those that determine **demand** and evaluate how **supply** and **demand** interact to determine **equilibrium price** *or market-clearing price for a **resource, good**, or **service*** (US 4.1.4)
		5.3.8.2 *identify examples of **shortages** and **surpluses** in a **market economy***	***5.3.12.2*** *analyze examples of how **price ceilings** and **price floors** cause **shortages** or **surpluses***
		5.3.8.3 *explain how competition among sellers and competition among buyers affect the **production, supply, price**, and allocation of **goods** and **services***	***5.3.12.3*** *analyze market structures in contemporary situations*
		5.3.8.4 *explain the stages of economic development (including factors affecting production, distribution, and consumption)*	**5.3.12.4** analyze the development and long-term effects of business, farm, and labor organizations on the United States economy (US 4.1.3)
			5.3.12.5 *assess how the incentives inherent in a **market economy** preserve political and economic freedom*

5.4 Students demonstrate understanding of the characteristics of the economic institutions and incentives created within economic systems to organize production, distribution, and consumption.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	At the end of **grade 12**, students know and are able to do everything required at earlier grades and:
		5.4.8.1 *describe the purposes and characteristics of economic* ***institutions*** *that make up an* ***economic system***	***5.4.12.1*** *analyze how* ***economic institutions*** *are interdependent and how their relationship is affected by* ***trade****, exchange,* ***money****, and banking*
		5.4.8.2 *conclude that people usually respond predictably to* ***economic incentives***	***5.4.12.2*** *explain the role of* ***entrepreneurs*** *in a* ***market economy*** *and how profit is an incentive that leads* ***entrepreneurs*** *to accept the risks of business failure*
		5.4.8.3 *investigate the factors that cause* ***economic growth*** *including* ***investment*** *in* ***human resources*** *(health, education, training) and* ***investment in capital resources*** *(factories, machinery, transportation, new technology)*	***5.4.12.3*** *analyze the* ***interdependence*** *of* ***saving****, borrowing, and* ***investment*** *decisions of consumers and producers*
5.4.3.4 identify improvements in technology (factories, machinery, transportation, communication) over time (MLO 4.4)	**5.4.5.4** explain how changes in technology (factories, machinery, transportation, communication, new technology) impact Maryland's economy (MLO 4.5)	**5.4.8.4** analyze the impact of technological change (factories, machinery, transportation, communication, new technology) and resource use in promoting **economic growth** (MLO 4.5)	

5.5 Students apply and demonstrate an understanding of economics to personal finance decisions and explain how those decisions affect the economy.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
5.5.3.1 *explain the costs, benefits, and consequences of personal spending and* ***saving*** *choices*	***5.5.5.1*** *explain how spending and saving choices affect the* ***standard of living*** *of individuals and groups*	***5.5.8.1*** *analyze how personal choices, education, technology, and other factors, affect individuals'* **standards of living** *and the economy*	***5.5.12.1*** *assess how* **scarcity** *influences personal finance choices, including budgeting,* ***saving,*** *investing, and credit*
			5.5.12.2 *analyze examples of explain how personal financial decision are evaluated in terms of their* **opportunity costs** *and economic risks*
			5.5.12.3 *analyze factors which affect* **standards of living** *in world communities*
			5.5.12.4 *compare and contrast the importance of short- and long-term* ***saving*** *and* ***investment*** *strategies*
			5.5.12.5 *investigate how payment performance determines credit history and why credit records are maintained and accessed*
			5.5.12.6 *identify and evaluate the risk, return, and liquidity of various* ***saving*** *and* ***investment*** *decisions*

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5.6 Students demonstrate understanding of the economic roles of government in a market-oriented economy.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
5.6.3.1 give examples of community **services** provided by government *and paid for with taxes* (MLO 4.5)	**5.6.5.1** explain how **taxes** finance government operations and provide **public goods** and **services** (MLO 4.6)	**5.6.8.1** describe the types and origins of income **tax** and sales **tax** in the United States, *including those imposed to raise revenues and those imposed to influence behavior* (MLO 4.6)	**5.6.12.1** evaluate the role of government in providing national defense and other **public goods**, addressing environmental concerns, defining and enforcing property rights, and addressing **market failures** (G 4.1.2, G4.1.3)
			5.6.12.2 evaluate the role of government in providing a legal framework for economic activity and a **monetary system** to promote full employment, price stability, and economic growth (G 4.1.4)
			*5.6.12.3 analyze **taxes** according to their base, incidence, and classification*
			5.6.12.4 analyze the effectiveness of **monetary**, **fiscal** and **regulatory** policy in achieving the nation's **socioeconomic** goals using cost-benefit analysis (G 4.1.2, G 4.1.4)

5.7 Students demonstrate understanding of the effects of specialization, interdependence, and trade on the United States and other nations.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
5.7.3.1 *explain why some goods are made locally, some elsewhere in the United States, and some in other countries*	***5.7.5.1*** *conclude that people **trade** voluntarily because all parties expect to benefit*	***5.7.8.1*** *analyze how people and nations benefit from **trade**, including gains in **consumption**, **production** efficiency, and connections among **nations** using regional case studies*	**5.7.12.1** describe and analyze the economic costs and benefits of **protectionism** (tariffs, subsidies, standards and quotas) on international **trade** and the short- and long-term effects of voluntary **free trade** on worldwide **standards of living** (US 4.1.2, US 2.1.1)
5.7.3.2 give examples of **specialized** work that people do in a community (MLO 4.6)	**5.7.5.2** explain how specialized work results in **interdependence**, trade, and economic growth (MLO 4.7)	**5.7.8.2** analyze the role of **opportunity cost** as it relates to **specialization**, **interdependence**, and the need for **trade** using regional case studies (MLO 4.7)	**5.7.12.2** evaluate the effects of **specialization**, **trade**, and **interdependence** on the **standard of living** and **economic growth** and well-being of the United States (US 4.1.2)
			5.7.12.3 *explain the law of **comparative advantage** and demonstrate how and why **absolute advantages** and **comparative advantages** change over time*
			5.7.12.4 *analyze the causes and effects of surpluses and deficits in a country's balance of **trade***
			5.7.12.5 *illustrate how **exchange rates** work, why they fluctuate, and how they affect international **trade** and **producers** and consumers*

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6.0 POLITICAL SYSTEMS – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the founding documents of the United States and the democratic skills and attitudes necessary to become responsible citizens.

Rationale:

The study of government should be an integral part of each school district's curriculum. Students should understand the philosophies, principles, and processes of government and citizenship. Students should be provided with opportunities to develop the skills and attitudes necessary to become active citizens.

6.1Students demonstrate understanding of the nature and purposes of various forms of government, including the United States government.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
6.1.3.1 describe why people create rules to maintain order and protect themselves (MLO 5.1)	**6.1.5.1** give examples of how the **rule of law** has impacted the rights and responsibilities of people (MLO 5.1)	**6.1.8. 1** analyze the relationships among maintaining order under the **rule of law**, protecting individual rights, and providing for the **common good** (MLO 5.1	**6.1.12.1** analyze the relationship between governmental **authority** and individual liberty (G 1.1.2, G 1.2.1)
6.1.3.2 describe the kinds of services governments provide and the various ways government protects people's lives in communities	***6.1.5.2 describe the importance of rules and laws in a civil society***	***6.1.8.2 evaluate positions taken regarding the necessity of government and the purposes of government***	**6.1.12.2** compare the relationships among the purposes of government, the distribution of power, and the rights and powers of the governed in various political systems (G 2.2.1)
	6.1.5.3 explain why consent of the governed and representative government are basic principles of democracy	***6.1.8.3 describe the characteristics of a sovereign nation***	**6.1.12.3** analyze advantages and disadvantages of various types of governments throughout the world (G 2.2.1)
	6.1.5.4 explain how limited government differs from unlimited government	***6.1.8.4 differentiate between the use of legitimate authority and the use of unlimited power***	***6.1.12.4 compare and contrast the various political systems around the world in terms of their use of power and the methods used to overthrow that power***
		6.1.8.5 distinguish among various forms of government with emphasis on the ways of life and opportunities they permit, promote, and prohibit	***6.1.12.5 compare the effectiveness of the United States political system with the political systems of major democratic and authoritarian nations***

6.2 Students demonstrate understanding of the foundations, values, and principles underlying democracy and government in the United States.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
6.2.3.1 identify and explain the **principles** of the United States government expressed in stories, symbols, poems, songs, and landmarks (MLO 5.2)	**6.2.5.1** explain the meaning and importance of the democratic values and **principles** fundamental to government in the United States (MLO 5.2)	**6.2.8.1** explain the significance of the Magna Carta, *the English Bill of Rights*, and the Mayflower Compact to the underlying **principles** of the United States Constitution (MLO 5.2)	**6.2.12.1** describe the fundamental American **principles** contained in the Declaration of Independence, **Articles of Confederation**, United States Constitution and Federalists Papers (G 1.1.1, G 1.1.2; US 1.1.1)
			6.2.12.2 compare the fundamental American political principles to principles of government and law developed by leading European political thinkers *such as Locke, Montesquieu, and Rousseau* (G 1.1.1, G 1.1.2)
			6.2.12.3 *explain the importance of the British political system (i.e., the Magna Carta, Glorious Revolution of England) to the foundations of the American political system*
6.2.3.4. interpret fiction and non-fiction passages about people, places, and events related to the American political system (MLO 5.3)	**6.2.5.4** explain the meaning of songs, poems, and stories that express American ideals and the context within which they were created (MLO 5.3)	**6.2.8.4** explain the rights of individuals as expressed in the Declaration of Independence, United States Constitution, and the Bill of Rights *and the ideals of human dignity* (MLO 5.3)	**6.2.12.4** analyze issues in which the fundamental values and principles inherent to the United States' constitutional system can be in conflict, including, but not limited to individual rights versus the **common good**, and freedom of the press versus right to a fair trial (G 1.1.1, G 1.2.1)

6.3 Students demonstrate understanding of how the United States Constitution allocates power and responsibility in the government.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
	6.3.5.1 describe the three branches of government and their individual powers and responsibilities at the *local*, state, and national level (MLO 5.4)	**6.3.8.1** describe how the United States Constitution provides for **separation of powers** and **checks and balances** (MLO 5.4)	**6.3.12.1** evaluate how the **principles** of government assist and impede the functioning of government (G 1.1.2)
			6.3.12.2 explain how the executive, judicial, and legislative branches make **public policy**, including the United States Constitution's **separation of powers** and the system of **checks and balances** (G 1.1.2, G 1.1.3)
			6.3.12.3 determine the degree to which the three branches of government have maintained a balance between protecting rights and the **common good**. (G 1.2.1, G 1.2.3, G 1.2.4)
			6.3.12.4 analyze the powers, responsibilities, and limitations of **elected** and **appointed** officials in the national legislative, executive, and judicial branches (G 1.1.2)
			6.3.12.5 describe the purposes and functions of independent regulatory agencies. (G 4.1.3)

6.4 Students demonstrate understanding of the organization and functions of the national, state, and local governments under a federal system.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
	6.4.5.1 *describe the organization and function of state government in Maryland*	**6.4.8.1** explain how the United States Constitution grants and distributes powers to the national and state governments (MLO 5.5)	**6.4.12.1** compare the national and state governments with emphasis on the structures, functions and **authority** of each; how power and responsibility are distributed, shared, and limited in the system of **federalism** established by the US Constitution (G 1.1.1, G 1.1.2)
			6.4.12.2 examine the impact of division of power on **institutions**, groups, and individuals in contemporary situations (G 1.1.3, G 1.1.4)
			6.4.12.3 assess the degree to which the powers of the federal government have expanded in relation to the states (G 1.2.1)
	6.4.5.4 *identify examples of how local, state, and federal law have an impact on people's lives*	***6.4.8.4*** *identify the purposes and functions of the court systems*	**6.4.12.4** compare and contrast **elements**, proceedings, and decisions related to **criminal** and **civil law** *and describe alternatives to* ***litigation*** *within the US legal system for maintaining order and resolving conflicts* (G 1.2.5)

6.5 Students demonstrate understanding of the evolution and changing interpretation of the United States Constitution and its Amendments.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
	6.5.5.1 *describe how the United States Constitution can be changed through* ***amendments***	***6.5.8.1*** *describe historical events in the United States that resulted in Constitutional* ***amendments***	**6.5.12.1** analyze the *historical contexts of* **amendments** to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption (G 1.1.1)
		6.5.8.2 *explain how the concept of* ***judicial review*** *was established*	**6.5.12.2** analyze legislation, court decisions and key cases dealing with interpretations of the United States Constitution, including, but not limited to Marbury v. Madison, McCulloch v. Maryland, Plessy v. Ferguson, Brown v. Board of Education (G 1.1.1, G 1.1.2, G 1.2.1)
			6.5.12.3 analyze changes regarding civil and criminal rights, including due process and equal protection under the law. (G 1.2.1, G 1.2.4)

6.6 Students demonstrate understanding of the relationship of the United States to other nations and international organizations and the ways in which they interact.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
			6.6.12.1 *explain the structure and mechanics of how United States* ***foreign policy*** *is developed and implemented*
			6.6.12.2 analyze significant issues of United States **foreign policy** and the role of national interests, values, and **principles** (G 2.1.1)
			6.6.12.3 explain the roles of major international organizations in resolving conflicts, aiding human rights, and solving social issues (G 2.1.2)
			6.6.12.4 *describe the interdependent relationship of the United States with other countries and with international organizations*

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6.7 Students demonstrate understanding of how the political system of the United States operates and provides opportunities for participation.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
6.7.3.1 *identify the purpose and process of voting*	***6.7.5.1*** *identify various sources of information that are available to citizens to make political decisions*	**6.7.8.1** analyze the influence of the media on political life in the United States including recognizing bias in reporting, *analyzing, and editorializing* (MLO 5.6)	**6.7.12.1** evaluate the ways in which the government **policy is shaped and set**, including the influence of **political parties, interest groups**, lobbyists, the media, and public opinion (G 1.1.3, 1.1.4)
	6.7.5.2 describe ways people can participate in the political process, including voting, petitioning elected officials, and volunteering (MLO 5.5)	6.7.8.2 explain how various groups provide opportunities for **citizens** to participate in the political process and ways in which individuals and groups can advance or impede political decisions (MLO 5.7)	**6.7.12.2** analyze current examples of contributions of individuals and groups to initiate change in governmental **policies** and **institutions** (G 1.1.4)
			6.7.12.3 analyze the roles of **political parties**, campaigns, and elections in United States politics, including the importance of the nominating process, campaign finance and advertising, and the Electoral College (G 1.1.2)
			6.7.12.4 evaluate demographic factors related to political participation and **public policy**, including the political cause and effects of reapportionment, redistricting, and voting patterns (G 3.1.1)

6.8 Students demonstrate understanding of the meaning of citizenship and its rights and responsibilities

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
6.8.3.1 describe the rights and responsibilities of being a member of the school and the community, including respect for rules by which we live (MLO 5.4)	**6.8.5.1** explain the rights and responsibilities of being a citizen of the United States (MLO 5.6)	***6.8.8.1*** *describe the importance of civic and personal responsibilities to the individual and society, including legal obligations, volunteering, and performing public service*	***6.8.12.1*** *analyze issues regarding the meaning and importance of social rights, economic rights, and political rights in the United States*
6.8.3.2 explain the importance of individual and group participation in school and **community improvement** (MLO 5.5)	**6.8.5.2** explain the importance of civic participation as a citizen of Maryland and the United States (MLO 5.7)	***6.8.8.2*** *analyze the concept of citizenship and explain how the concept has changed at different times and in different places*	***6.8.12.2*** *analyze issues regarding personal and civic responsibilities of United States' citizens, including the fundamental values and principles of civil society and its importance to a free society*

7.0 PEOPLES OF THE NATIONS AND WORLD – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and a historical perspective.

Rationale:
The study of people of the nations and world should be an integral part of each school district's curriculum. Students should study the content of United States history, world history, geography, political systems, and economics through a multicultural and historical perspective.

7.1 Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
7.1.3.1 compare cultures around the world (MLO 6.1)	**7.1.5.1** describe and compare cultural characteristics of different groups of people (MLO 6.1)	**7.1.8.1** analyze characteristics that are used to organize people into **cultures** (MLO 6.1)	**7.1.12.1** evaluate conflicts among and within **cultures** (WH 2.2.1, WH 2.2.2, WH 2.2.3, WH 2.3.1)
***7.1.3.2** describe the geographic and economic factors that cause groups to meet their needs in different ways*	***7.1.5.2** describe how **cultures** have developed and changed*	**7.1.8.2** analyze how the United States developed into a pluralistic society consisting of diverse **cultures**, customs, and traditions (MLO 6.2)	**7.1.12.2** analyze the conflicts between cultural traditions and cultural change (WH 3.2.1, WH 3.2.2, WH 3.2.3)
7.1.3.3 explain how conflicts result due to the lack of showing respect to others (MLO 6.2)	**7.1.5.3** analyze how conflicts affect relationships among individuals and groups (MLO 6.2)	**7.1.8.3** analyze situations that illustrate conflicts between conscience and respect for authority (MLO 6.3)	***7.1.12.3** analyze situations that illustrate decisions of conscience taking precedence over respect for authority*
7.1.3.4 describe how peoples develop **cultures** through their interaction with others (MLO 6.3)	**7.1.5.4** analyze ways in which diverse groups of people adapt to the **environment** and modify **culture** over time (MLO 6.3)	**7.1.8.4** analyze how the **environment** and cultural **diffusion** influence the development of the United States and other **cultures** (MLO 6.4)	

7.2 Students understand how individuals, groups, and institutions sustain and influence cultures.

In the context of home, school, and community, at the end of **grade 3**, students know and are able to:	In the context of Maryland up to contemporary times, and U.S. History through 1790, at the end of **grade 5**, students know and are able to do everything required at earlier grades and are able to:	In the context of U.S. History through 1877, world history through the Middle Ages, and in contemporary world geography at the end of **grade 8**, students know and are able to do everything required at earlier grades and are able to:	In the context of government, at the end of **grade 12**, students know and are able to do everything required at earlier grades and:
7.2.3.1 describe how families transmit cultural tradition and express themselves through music, art, religion, and literature	*7.2.5.1 describe how schools, churches, community-based local groups, and national governments transmit and support cultural traditions*	*7.2.8.1 analyze the variety of forms and roles **institutions** assume in **cultures** around the world*	7.2.12.1 evaluate the role of **institutions** in guiding, transmitting, and changing **culture** (WH 3.2.1, WH 3.2.2)
7.2.3.2 identify how individuals have contributed to the development of community (MLO 6.4)	7.2.5.2 describe how individuals and groups have contributed to the development of **cultures** (MLO 6.4)	*7.2.8.2 describe and analyze the practices, beliefs, and influence of religions of the world*	*7.2.12.2 analyze issues related to polarization and unity in pluralistic societies*
7.2.3.3 describe how communities are pluralistic	7.2.5.3 describe the interactions, contributions, and results of the **migration** of various peoples and **cultures** (MLO 6.5)	7.2.8.3 describe how **equality of opportunity** enables individuals and groups to contribute to **culture** (MLO 6.5)	7.2.12.3 evaluate the manifestations of prejudice and discrimination on individuals and groups (US 1.2.3, US 1.2.4, US 2.1.1, US 2.1.3, WH 1.1.1)
		7.2.8.4 *describe the impact of prejudice and discrimination on individuals and groups*	

GLOSSARY

Explanations for terms included in the glossary are general in nature and are intended to assist the wide variety of people who will be using the content standards.

Absolute advantage - Having a cost advantage in producing a good or service.

Amendment (Constitutional) - Changes in, or additions to, a constitution. In the United States proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.

Articles of Confederation - First constitution of the United States, 1781. Created a weak national government, replaced in 1789 by the Constitution of the United States.

Authority – The right to control or direct the actions of others; legitimized by law, morality, custom or consent.

BCE – An abbreviation for Before Common Era (formerly BC) used in giving dates before the year in which Jesus Christ is believed to have been born.

Buyer – An individual or group of people who purchase resources, goods and/or services.

Capital resources - The goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools; also called capital goods. (Money is not a capital resource.)

CE - An abbreviation for Common Era (formerly AD) used in giving dates after the year in which Jesus Christ is believed to have been born.

Checks and balances - Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check each other's activities. For example, the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress unconstitutional.

Citizen – A member of a political society who therefore owes allegiance to and is entitled to protection by and from the government.

Citizenship - Status of being a member of a political society; one who owes allegiance to the government and is entitled to its protection and to political rights.

City-state - An autonomous state consisting of a city and surrounding territory.

Civilization – A culture that has developed systems of specialization, a written language, arts, sciences, religion, and government.

Community Improvement – Citizen actions aimed at improving the community.

Consumer goods – Goods for satisfying people's needs rather than for producing other goods and services.

Civil law - Body of law that deals with the private rights of individuals, as distinguished from criminal law.

Civil rights - Protections and privileges given to all United States citizens by the Constitution and Bill of Rights.

Command economy – An economic system in which economic decisions made to answer the basic economic questions of "what", "how", and "for whom" are made by an authority such as a feudal lord or a government planning agency.

Common good – That which benefits society as a whole; health, safety, and welfare. Also known as public good.

Comparative advantage - Having a cost advantage in producing one type of good or service as compared to producing another type of good or service.

Consumer – An individual or group of people who use resources, goods and services to satisfy economic wants.

Consumption – The use of resources, goods, and services to satisfy economic wants.

Criminal law – Body of law that deals with disputes or actions involving criminal penalties, it regulates the conduct of individuals, defines crimes, and provides punishment for criminal acts.

Culture - Learned behavior of people which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods - food, clothing, buildings, tools, and machines.

Demand - The different quantities of a resource, good, or service that will be purchased at various possible prices at a given point in time; demand is generally presented as a schedule of prices and quantities. It can also be represented graphically as a demand curve.

Democracy – A form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Distribution - The movement, transfer, or disbursement of goods and services from the point of production to the point of consumption.

Diffusion - The spread of people, ideas, technology, and products across space and through time.

Due process of law – The right of every citizen to be protected against arbitrary action by the government.

Economic growth – Growth that occurs when increasing amounts of goods and services are produced over the long term; generally measured as GDP (gross domestic product) or GDP per capita and compared on a quarterly and annual basis. Economic growth is a goal for which economies strive in order to improve the material standard of living of the society.

Economic incentives - Factors that motivate and influence economic behavior, such as profit or other financial or material rewards.

Economic institutions - The formal and informal structures which guide or characterize economic activity in a society, which may include but are not limited to households, families, corporations, government agencies, banks, labor unions, cooperatives, stock exchanges, the use of money, collective bargaining, traditions, controlling values and beliefs, and systems of property ownership

Economic resources - The natural, human and capital resources that are used to produce goods and services; also called factors of production.

Economic system - The collection of institutions, laws, activities, controlling values and human motivations that collectively provide a framework for economic decision-making of individuals and groups in a society; the organizing structure a society chooses to answer the basic economic questions of what to produce, for whom to produce (who gets the goods and services) and how (and how much) to organize resources to produce goods and services.

Economic wants - Human needs and desires that can be satisfied by consuming goods and services, including but not limited to such needs as hunger, thirst, protection from the elements, and good health and such desires as entertainment and a pleasing physical appearance; sometimes described as survival wants and luxury wants.

Economics - The study of how people, individually and in groups (families, businesses, governments, organizations) choose to use their relatively scarce productive resources to satisfy their wants.

Environment - Everything in and on earth's surface and its atmosphere within which organisms, communities or objects exist.

Entrepreneur - An individual or group who takes the risk to start a new business or introduce a new good or service into the marketplace in the hope of earning a profit.

Equilibrium price – The price at which the quantity supplied equals the quantity demanded for a resource, good or service; also called the market-clearing price.

Equality of opportunity - An equal chance for all persons to participate in such areas as education, employment, and political participation.

Equal protection under the law – The idea that no individual or group may receive special privileges from nor be unjustly discriminated against by the law.

Exchange rate - The price of one country's currency in terms of another country's currency.

Federalism – A form of political organization in which governmental power is divided between a central government and territorial subdivisions.

Feudalism – A system for organizing and governing society based on land and service; found in Europe in the Middle Ages.

Fiscal policy – A course of action which seeks to achieve socioeconomic goals by affecting the level of taxes and government expenditures. In the U.S., fiscal policy is largely the responsibility of the President and U.S. Congress.

Foreign policy - Politics of the federal government directed to matters beyond United States borders, especially relations with other countries.

Free trade - Exchange of goods and services without barriers of trade.

Geographic characteristics - Physical and human characteristics of a place or region.

Geographic tool - A device used to compile, organize, manipulate, store, report or display geographic information, including maps, globes, graphs, diagrams, aerial and other photographs, satellite-produced images, geographic information systems, and computer databases, as well as other software.

Geography - An integrative discipline that brings together the physical and human-made dimensions of the world in the study of people, places, and environments. Its subject matter is earth's surface and the processes that shape it, the relationships between people and the environment and the connections between people and places.

Goods - Physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture.

Human-made features – A sub-category of human characteristics of places and regions that include features on the earth's surface constructed by people, including but not limited to village, town, city, building, roads, airports, canals, dams, port, bridges, and monuments.

Human characteristics – Traits that are used to describe the peoples of places, past and present; their religion, language, settlement pattern, economic activity, political system and their modification of the environment.

Human resources - The health, strength, talents, education and skills that humans can use to produce goods and services: also called human capital.

Institution – A significant practice, relationship, or organization in a society or culture.

Interdependence - The condition in which events in one part of the community, state, nation or world or one sector of the economy affects events in another part or sector; occurs as a result of the loss of self-sufficiency which accompanies specialization and, hence, the need to exchange resources, goods and services with other producing and consuming units.

Interest group - An organized body of individuals who share some goals and try to influence public policy to meet those goals.

Investment – The process of using savings or resources to increase the economy's productive capacity; investment in capital goods occurs when savings are used to finance the production of new capital goods and/or new technology to increase productivity; investment in human capital or human resources occurs when the health, education and training of the population are increased.

Judicial Review – A doctrine that permits the federal courts to declare acts of the legislature, the executive, and the states unconstitutional, and thus null and void. The precedent for Judicial Review was established in the 1803 case of Marbury v. Madison.

Land use – The way in which humans use the earth's surface. Uses are classified as urban, rural, agricultural, forested, etc., with more specific sub-classifications useful for specific purposes.

Legend - Synonymous with map key; used to explain the symbols on a map.

Litigation - A legal contest by judicial process.

Location - The position of a point on the earth's surface expressed by means of a grid (absolute) or in relation (relative) to the position of other places.

Manifest Destiny – A mid 19th-century belief in the inevitability of United States expansion to the Pacific Ocean.

Map elements – Essential components of a map such as the title, author, date, compass rose, scale, legend, border, grid, source information, and index.

Market - An arrangement wherein buyers and sellers can exchange resources, goods, and services. A market may be a physical place such as a store or an auction gallery, or it may occur through other arrangements such as a telephone and internet transactions; a market is said to exist whenever or wherever a buyer and seller enter into an exchange.

Market economy - A system of decentralized economic decision making in which consumers, producers, workers, savers and investors interact in markets through the forces of demand and supply to set prices in order to answer the basic economic questions of what, how and for whom.

Market failure - The condition that occurs when markets cannot, or do not, work to allocate resources efficiently to produce goods and services through the interaction of supply and demand.

Media – The different means of communicating information to reach large audiences.

Migration - The act or process of people moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time.

Militarism – A policy of aggressive military preparedness.

Mixed economy – A economic system which primarily relies on the forces of supply and demand to set prices (market economy), but also uses a variety of government interventions to cope with macroeconomic stability and market failures.

Monetary policy – A course of action which seeks to affect the amount of money available in the economy and its cost (interest rates) in order to help the economy grow, keep prices stable and keep employment at a high level. In the United States, monetary policy is the responsibility of the Federal Reserve System; tools of monetary policy include open market operations, adjustments in reserve requirements held on deposits and changes in the discount rate charged to financial institutions.

Monetary system - The way people in an economy choose to use money to exchange goods and services.

Money - That which is accepted as payment in the exchange of resources, goods and services; also serves as a unit of account, permitting its use in pricing resources, goods and services; serves as a store of value for purchasing in the future, serves as a standard of value to allow comparison of the actual or perceived value of resources, goods and services.

Movement - In geography, the interaction across earth space that connects places. This interaction occurs with flows of human phenomena, such as goods, people, and ideas

Nation - A cultural concept for a group of people bound together by a strong sense of shared values and cultural characteristics, including language, religion, and common history.

Natural hazard - A process or event in the physical environment that has consequences harmful to humans, such as an earthquake, hurricane, tornado, flood.

Natural resources - The renewable and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, trees, climate, soil, fire, seeds, grain and fruits.

Opportunity cost - The foregone benefit of the next best alternative when an economic decision is made.

Perception - The feelings, attitudes, and images people have of different places, peoples, and environments.

Physical features – A subcategory of physical characteristics of places and regions derived from the physical environment, including but not limited to landforms (mountain, hill, plain, plateau, valley, beach, desert, island, peninsula and marsh) and continents, and bodies of water (ocean, river, creek, bay, lake, sea).

Physical characteristics – Traits that are used to describe the natural environment of the place. Physical or natural characteristics may be related to climate (e.g., polar), vegetation (e.g., rainforest), soil (e.g., prairie), landform (e.g., mountain), and body of water (e.g., bay).

Places - Parts of the Earth's surface, large or small, that have been given meaning by and for humans. They include: continents, islands, countries, regions, states, cities, neighborhoods, villages, rural areas, and uninhabited areas. Places usually have names and boundaries.

Political party - Any group, however loosely organized, that seeks to elect government officials under a given label.

Policy - A definite course or method of action selected from among alternatives in light of given conditions to guide and determine present and future decisions. Policy may be set by governments, non-governmental organizations or other groups.

Price - What is paid to buy a resource, good or service, and what is received when a resource, good or service is sold.

Price ceiling - A maximum price that is set so that the price of a resource, good, or service will not be permitted, due to the forces of supply and demand, to rise above the maximum. Rent control is an example of a price ceiling.

Price floor - A minimum price that is set so that the price of a resource, good and service will not be permitted, due to the forces of supply and demand, to fall below the minimum. Price floors are sometimes set for agricultural products.

Principle – A basic rule that guides or influences thought or action.

Producer – An individual or group of people who combine economic resources to make goods and/or services.

Production – The act of creating goods and services by combining economic resources.

Productivity - The amount of output that is produced per unit of input; usually expressed in terms of output per unit of time.

Protectionism – A policy of using barriers to trade which may limit the free flow of goods, services, and resources.

Public goods - Goods or services which are provided by government, generally in cases where the private sector will not provide them because the conditions of non-exclusion and/or shared consumption make it unprofitable for private businesses to do so.

Public policy – Government responses to public issues.

Region - An area with one or more common characteristics or features which give it a measure of homogeneity and make it different from surrounding areas.

Regulatory policy – A course of action which seeks to correct for certain market failures and to achieve certain socioeconomic goals directly through legislation and indirectly through the creation of regulatory agencies that address particular failures or goals.

Relative distance – The amount of separation between two places. When using a map, relative distance is found by measuring the length of a line between two places.

Rule of law – The principle in which the law applies to government officials as much as to ordinary citizens.

Saving - The condition that exists when individuals, businesses and the economy as a whole do not consume all current income.

Scale - The measure of distance on a map as it compares to actual distance on the earth's surface.

Scarcity - The condition that results from the imbalance between relatively unlimited economic wants and the relatively limited resources, goods and services available to satisfy those wants.

Seller – An individual or group of people who exchange resources, goods or services for monetary or non-monetary gain.

Separation of powers – The division of governmental power among several institutions that must cooperate in decision making.

Services - Physically intangible actions that can be performed to satisfy economic wants, including but not limited to medical care, dental care, haircuts, education, police protection, fire protection, national defense.

Settlement patterns - The spatial distribution and arrangement of human habitations, including rural and urban centers.

Socioeconomic goals - Broad social goals that relate to economics and guide individuals and society in making decisions; social economic goals will vary in priority from one country to another and from one time period to another, depending on the nature of the political, social, and economic goals of the society and the political, social, and economic conditions which exist at the time.

Sovereign nation – A nation that is independent of all others.

Spatial distribution – The distribution of phenomena on the earth's surface.

Specialization – The production of a narrower range of goods and services than is consumed by an individual or group.

Supply – The different quantities of a resource, good or service that will be offered for sale at various possible prices during a specific time period; supply is generally presented as schedule of prices and quantities; it can also be represented graphically as a supply curve.

Surplus – A market situation in which the price is set above the equilibrium price thus causing the quantity demanded to be less than the quantity supplied.

Standard of living – The quantity and quality of goods and services available in an economy.

Tax – Mandatory payment to the government.

Thematic map – A map representing a specific theme or topic; for example population density, climate, growing season, grain production, transportation routes, oil production.

Trade – To engage in the exchange, purchase or sale of goods.

Trade-off – A situation that occurs when choices or decisions involve giving up (trading off) some of one thing to get more of something else.

Traditional market economy – A system wherein economic decisions that people and groups make to answer the basic economic questions of "what", "for whom" and "how" generally repeat the decisions made at an earlier time or by an earlier generation.